



St John's Church of England Primary School

## Preventing Radicalisation Policy

<b>Date Approved:</b>	<b>July 16</b>
<b>Headteacher:</b>	<b>Mrs Helen Langeveld</b>
<b>Chair of Governors:</b>	<b>Mrs Julie Griffiths</b>
<b>Review Date:</b>	<b>July 17</b>

## Love, Respect, Value

St John's is committed to high expectations for all and embracing equality.

### Purpose:

This 'Preventing Radicalisation Policy' is part of our commitment to keeping children safe. Since the 'Education and Inspections Act 2006' schools have a duty to promote community cohesion. Over the last few years' global events have led to a growth of extremist viewpoints, including advocacy of violent extremism. Schools have an important part to play in both educating children and young people about extremism and recognising when pupils start to become radicalised. In March 2015 new statutory duties were placed on schools by the 'Counter Terrorism and Security Act,' (2015) which means they must work to prevent children being drawn into extremism. Safeguarding children from all risks of harm is an important part of a school's work and protecting them from extremism is one aspect of that.

### Equality Values At St John's Church of England School

- To create a secure, safe and accessible learning environment where all our children, including in particular those with protected characteristics as defined by the Equality Act, have access to a quality provision, feel valued and confident, and in consequence are more likely to flourish. and make the best progress possible
- To create an enriching curriculum where all our children, including in particular those with protected characteristics as defined by the Equality Act, have access to and contribute to a quality provision, feeling valued, and in consequence are more likely to flourish and make the best progress possible.
- To include and value the contribution of all families to our understanding of equality and diversity
- To create an environment which models positive non-stereotyping about gender roles and diverse family structures, diverse ethnic and cultural groups and disabled people
- To make inclusion a thread that runs through all of the activities of the school community and foster good relations between all

### Aims:

The main aims of this policy are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our pupils are safe from harm.

The St John's C of E 'Preventing Radicalisation Policy is intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and this policy clearly sets out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

The objectives are that:

- All governors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.

- All governors, teachers, teaching assistants and non-teaching staff will know what the school policy is on tackling extremism and radicalisation and will follow the policy guidance swiftly when issues arise.

- All pupils (age related) will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.

- All parents/carers and pupils will know that the school has policies in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

### **Roles and Responsibilities**

#### **Role of the Governing Body**

It is the role of the governing body to ensure that the school meets its statutory duties with regard to preventing radicalisation. The governing body has a nominated person; Libby Grundy who will liaise with the Head Teacher and other staff about issues to do with protecting children from radicalisation.

#### **Role of the Headteacher**

It is the role of the Headteacher to:

- ensure that the school and its staff respond to preventing radicalisation on a day-to-day basis,
- ensure that the school's curriculum addresses the issues involved in radicalisation
- ensure that staff conduct is consistent with preventing radicalisation.

#### **Role of Designated Safeguarding Lead**

It is the role of the designated safeguarding lead to:

- ensure that staff understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns
- receive safeguarding concerns about children and young people who may be vulnerable to the risk of radicalisation or are showing signs of radicalisation
- make referrals to appropriate agencies with regard to concerns about radicalisation
- liaise with partners, including the local authority and the police
- report to the governing body on these matters.

### **Role of Staff**

It is the role of staff to understand the issues of radicalisation and know how to refer their concerns.

(See below)

### **Curriculum**

We are committed to ensuring that our pupils are offered an enriching curriculum that aims to prepare them for life in modern Britain. We encourage our pupils to be inquisitive learners who are open to new experiences and are tolerant of others.

St John’s C of E School is a learning based community with a Christian ethos at its core. Our values support the development of the whole child supporting them to become responsible and moral members of the community, to make healthy lifestyle choices and to become creative and inquisitive life-long learners. Through education inside and outside the classroom, the school will promote British values and prepare children for life in modern Britain.

### **Embracing Prevent Topics**

The engaging and rich curriculum at St John’s C of E school; our Christian based but multi faith RE PoS ; our Values based whole school behaviour system will all blend very well with key Prevent topics. At St John’s C of E school Teaching and Learning will embrace as much as possible the following Prevent topics, according to age related appropriateness.

Coverage	Prevent topic
<b>Core topics</b>	Building resilience <ul style="list-style-type: none"> <li>• values</li> <li>• making choices</li> <li>• respect for others</li> <li>• challenging views</li> <li>• persuasion and influence</li> <li>• resolving conflict</li> </ul>

	<ul style="list-style-type: none"> <li>● stereotyping</li> </ul>
	<p>Living in Britain</p> <ul style="list-style-type: none"> <li>● British values and culture</li> <li>● Rights and responsibilities</li> <li>● Freedom of speech</li> <li>● Equality</li> <li>● Democracy</li> <li>● Mutual respect</li> <li>● Individual liberty</li> <li>● Rule of law</li> <li>● Tolerance of others' beliefs and faiths</li> </ul>
	<p>Community</p> <ul style="list-style-type: none"> <li>● What is community?</li> <li>● My community</li> <li>● The local community</li> <li>● Tolerance and understanding</li> <li>● Diversity</li> <li>● The global community</li> <li>● Global conflict</li> <li>● Migration</li> <li>● Asylum</li> <li>● Community cohesion</li> </ul>
	<p>Digital awareness</p> <ul style="list-style-type: none"> <li>● Staying safe</li> <li>● internet</li> <li>● social media</li> <li>● social networking patterns</li> <li>● social networking pressures</li> </ul>
	<p>Media</p> <ul style="list-style-type: none"> <li>● Power of the press</li> <li>● Propaganda –defining, spotting and analysing</li> <li>● Conspiracy theory</li> <li>● Staying safe</li> </ul>
	<p>Extremism</p> <ul style="list-style-type: none"> <li>● What is extremism?</li> <li>● Extremist ideologies/groups</li> <li>● Radicalisation</li> <li>● Threats and freedom from harm</li> <li>● Staying safe in society</li> </ul>
<b>SRE SoW</b>	FGM
	Sexual exploitation
<b>RE SoW</b>	World faiths
<b>Extension topics</b>	Islam – furthering knowledge and understanding, exploring the term `jihad`
	Support for parents
	Support for high risk students
	Support for friends of students who have travelled to Syria

## Internet Safety

The internet provides children and young people with access to a wide-range of content, some of which is harmful. Extremists use the internet, including social media, to share their messages. The filtering systems used in our school blocks inappropriate content, including extremist content. Pupils are trained to alert staff if inappropriate materials appear on their screens.

### **Staff Training**

Staff will be given training through INSET opportunities in school to help them understand the issues of radicalisation, are able to recognise the signs of vulnerability or radicalisation and know how to refer their concerns. This information also forms part of induction safeguarding training. Staff are updated as necessary in weekly safeguarding briefings.

### **Safer Recruitment**

We ensure that the staff we appoint to the school are suitable, our recruitment procedures are rigorous and we follow the statutory guidance published in part 3 of Keeping Children Safe in Education (2015). Vetting and barring checks are undertaken on relevant people, including governors and volunteers.

### **Visitors**

Visitors to the school are made aware of our safeguarding and child protection policies and are given information about what to do if they are concerned about any aspect of child welfare.

### **Signs of Vulnerability**

There are no known definitive indicators that a young person is vulnerable to radicalisation, but there are a number of signs that together increase the risk.

Signs of vulnerability include:

- underachievement
- being in possession of extremist literature
- poverty
- social exclusion
- traumatic events
- global or national events
- religious conversion

- change in behaviour
- extremist influences
- conflict with family over lifestyle
- confused identity
- victim or witness to race or hate crimes
- rejection by peers, family, social groups or faith

### **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programs and networks that young people can come across online so involvement with particular groups may not be apparent)
- secretive behaviour
- online searcher or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalizing anti-Western or anti-British views
- advocating violence towards others

### **Referral Process**

Staff and visitors must be constantly vigilant and remain fully informed about the issues which affect the local community, Watford, and society in which we teach. They must refer all concerns about children and young people who show signs of vulnerability or radicalisation to the Designated Watford St John's Church of England Primary School Prevent Policy

Safeguarding Lead, Mrs H Langeveld, using the usual methods for reporting other safeguarding concerns.

The Head Teacher and Chair of Governors will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed

As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the safeguarding board in the staffroom.

When there are significant concerns about a pupil the Designated Safeguarding Lead in liaison with the Chair of Governors will make a referral to: **Hertfordshire Safeguarding Children Board (HSCB) Tel: 0300 123 4043**

Monitoring and evaluation:

This policy will be monitored by the governing body at least annually by receiving a report from the Designated Safeguarding Lead. This is not a statutory policy and will be reviewed at an appropriate time not later than two years after ratification by the governing body.

Signed and date	The policy document must be signed and dated by the head teacher and chair of governing body. A review date should also be stated.
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Legislation

**Statutory Duties**

The duty to prevent children and young people being radicalised is set out in the following documents.

- Counter Terrorism and Security Act (2015)
- Keeping Children Safe in Education (2015)
- Prevent Duty Guidance (2015)
- Working together to Safeguard Children (2015)

**Non-statutory Guidance**

- Promoting fundamental British values as part of SMSC in schools: Departmental advice for maintained schools, (DfE 2014).

**Related Policies**

- Acceptable use of the Internet and Digital Technology Policy



- Behaviour for Learning Policy
- Safeguarding Policy
- Equality Policy
- PSHE Policy
- RE Policy
- Staff Code of Conduct
- Teaching and Learning Policy
- Whistle-blowing Policy

## **Appendix 1**

### **Definitions**

Extremism is defined in the 2011 Prevent strategy as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

British Values are democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Appendix 2**

### **Guidance Documentation**

**DfE and Home Office website**                      [www.educationagainsthate.com](http://www.educationagainsthate.com)

**Prevent for FE**    [www.preventforfeandtraining.org.uk](http://www.preventforfeandtraining.org.uk)

**Channel general awareness**                      [www.counterextremism.lgfl.net](http://www.counterextremism.lgfl.net)

**Workshop to Raise Awareness of Prevent**    e: [WRAP@homeoffice.x.gsi.gov.uk](mailto:WRAP@homeoffice.x.gsi.gov.uk)

**School Inspection Handbook** <https://www.gov.uk/government/publications/school-inspection-handbook> September-2015

#### **Ofsted ISEYES June 2015**

Inspecting Safeguarding in early years education and skills settings

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/434929/Inspecting\\_safeguarding\\_in\\_early\\_years\\_education\\_and\\_skills\\_settings.doc](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/434929/Inspecting_safeguarding_in_early_years_education_and_skills_settings.doc)

#### **KCSIE March 2015**

DfE Keeping Children Safe in Education- Statutory guidance for schools and colleges March 2015

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

**Children Missing Education- Statutory guidance for LAs January 2015**

DfE Children Missing Education- Statutory guidance for Local Authorities January 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Children\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf)

**The HMG Prevent Duty Guidance for England and Wales June 2015**

**Channel Duty Guidance 2015**

**Counter-Terrorism and Security Act 2015**

**How social media is used to encourage travel to Syria and Iraq: briefing note for schools July 2015.**

**Associated resources**

Promoting fundamental British Values as part of SMSC in schools DfE 2014

### Appendix 3

#### Prevent Resource Materials for use in schools

DfE/HO website: [www.educationagainsthate.com](http://www.educationagainsthate.com)

Product	Details	Link
Miriam's Vision	Materials produced by Miriam Hyman Trust as a result of 7/7. Lesson materials written by teachers from a London school and lecturers from UCL. This is an excellent education website, a) because of the quality of the learning materials produced and b) for its potential ease of use by any teacher. Very interesting and well developed approach to counter-extremist teaching and learning. Written for KS3 but could be used beyond that age range	<a href="http://www.miriamsvision.org">www.miriamsvision.org</a>
Since 9/11	SINCE 9/11 is a UK non-denominational and a-political charity, set up to mark the 10th anniversary. It is funded by donations from private and corporate sponsors in Britain and the USA; no public money involved. Its purpose is to ensure future generations have opportunity to be taught about the events and to understand the causes and	<a href="http://since911.com/schools">http://since911.com/schools</a>

	<p>consequences of 9/11, in the US, UK and across the world.</p> <p>Lesson materials written by Institute of Education. Pre and post 9/11 to avoid prejudice or focus on extremism. Written for Years 7-13. Thorough and interesting perspective. Not a scheme of work but very good guidance and subject notes provided for teachers. Confronts difficult issues such as terrorism. Interesting and extremely useful resource for a range of subjects</p>	
Hammersmith and Fulham Prevent resources pack	<p>Produced by H&amp;F LA.</p> <p>Lesson materials written by one of the leading Prevent Coordinators.</p> <p>A series of lesson plans, covering digital awareness, stereotyping, conspiracy theories and extremism. This is free, publicly accessible and already in use in LBHF schools. KS2 - KS4 materials could be used by most teacher with little need for additional training, mainly because there is a wide range of additional materials recommended</p>	<p><a href="https://lbhf.gov.uk/Directory/EducationandLearning/SchoolsandColleges/SchoolStaffZone/197029Preventandschoolsresourcesandlessonplans.asp">https://lbhf.gov.uk/Directory/EducationandLearning/SchoolsandColleges/SchoolStaffZone/197029Preventandschoolsresourcesandlessonplans.asp</a></p>
Interfaith Explorers	<p>Established by the Maimonides Interfaith Foundation which was founded by Professor Nassar David Khalili. Its mission is to bring people together through art, culture and education.</p> <p>Lesson materials written by EdisonLearning. Some good quality materials on this site which also includes teachers' guidance notes and resources. Many resources for learning about major faiths Christianity, Judaism, Islam. No focus on extremism but based around the broader issues. Schemes of work are not edited. It needs an experience Head of RE or RE coordinator to navigate the site and produce his/her own lesson plans before the materials can be used successfully by non-specialists. More of a repository of resources than a ready-made learning programme for year 5/6+</p>	<p><a href="http://interfaithexplorers.com/">http://interfaithexplorers.com/</a></p>
My former life	<p>Produced by the Foundation4Peace, Warrington. Workshop provided for schools as 1 or 2 day activity covering range of extremist views using good video and other materials.</p> <p>Resource pack for teachers includes video testimonies of four former extremists. <i>Caution if</i></p>	<p><a href="http://www.foundation4peace.org">www.foundation4peace.org</a></p> <p><a href="http://www.myformerlife.org">www.myformerlife.org</a></p>

	<p><i>not using the Centre's workshop:</i> This 50 minute video could be used with groups of KS4/5 students in lessons for PSHE, social studies, philosophy, ethics, critical thinking, etc but would need supporting materials with plans and guidance. It may be possible to split the video into 4 stories thus reducing to more manageable chunks for lesson timing and to allow discussion/learning and teaching points to be made. This could then allow the stories to be covered over 2-4 lessons.</p>	
Getting on Together	<p>Part of the OSCT Prevent product catalogue. This is a suite of curriculum materials available online, for free and already used in schools; the Welsh assembly have approved its use in all Welsh schools. The GOT curriculum covers 4 modules on the knowledge and understanding needed to counter the distortion of the non-violent message of the Islamic faith and 3 modules facilitating open debate and critical thinking on issues central to a healthy, democratic and integrated society. Teaching resource for KS 3-5. A teaching folder containing lesson plans, DVD, CD resource costs £95 per institution. The GOT Phase 1 materials: 2008-9. GOT Phase 2: 2010 – 2012. The lesson plans have links to the Personal and Social Education Framework for 7-19 year olds in Wales. The lesson plans are also linked to the Welsh national exemplar framework for RE and the Welsh Baccaulaureate. Three inter-linked episodes of 12 minutes each: Sowing the Seeds of Extremism, Nurturing Extremism and Harvesting Extremism.</p>	<p><a href="http://www.got.uk.net/">http://www.got.uk.net/</a></p>
Faith on the Front Line	<p>Resource pack for teachers includes a documentary film featuring Muslims serving in the British armed forces focusing on Muslim Forces Chaplain. Suitable for KS4 and KS5. The video is very interesting to watch but screens as a Panorama/Horizon documentary. In its current form it is not suitable for use in schools due to its length. However if schools cut and clip the video there are 4 scenes which would provide outstanding support for use in lessons. Teachers could easily play short 2 – 3 minute clips to explore</p> <ol style="list-style-type: none"> <li>a) Stereotyping: contribution of Muslims to British life, role of the chaplain</li> <li>b) Islam: knowledge and understanding of</li> </ol>	<p><a href="http://www.afma.org.uk">www.afma.org.uk</a></p>

	<p>Islam, exploration of `jihad`,</p> <p>c) British values – conversation with sister of dead soldier</p> <p>d) Proselytism; British Muslims – conversation with Afghan soldiers discussion around `infidel`</p> <p>Note the product appears now to be only for purchase. The Armed Forces Muslim site (address opposite) provides a one minute preview of the film</p>	
<p>FAST (Families Against Stress and Trauma)</p>	<p><b>For use with parents:</b> Pack includes video interviews with family members whose loved one has travelled to Syria</p> <p>A moving video of optimum running-time which provides a clear plenary statement at the end. This would be a valuable resource for schools to use</p> <p>a) with groups of parents.</p> <p>b) in limited cases by schools whose students have travelled to Syria – with the small friendship groups of those students in year 11, 12 or 13</p> <p>Needs supporting wrap around notes for schools and each school would have to have local contact details readily available for distribution to parents</p>	<p><a href="http://www.gov.uk">www.gov.uk</a></p> <p>search entry: Families matter</p> <p><a href="http://www.familiesmatter.org.uk">www.familiesmatter.org.uk</a></p>